

Choir On CBS 'Church Of The Air' Broadcast December 21st

12 Dillard Students Selected To 'Who's Who In Am. Colleges'

Twelve Dillard students have been chosen to **Who's Who in American Universities and Colleges**. This is the largest number ever to achieve this distinction in a single school year. The basis for the selection of students is twofold: outstanding academic performance and campus leadership.

1. **Bettye J. Anderson**; Senior majoring in Nursing Education from Birmingham, Alabama; Debating Guild '55, social chairman '56; Drama Guild four years; Student Christian Ass'n; Santa Filomena '56, recording secretary '57, president '58; AKA Sorority '56, chairman of Properties Committee '58; Pi Delta Tau Upsilon Science Club '57, '58.

2. **Ellen J. Benjamin**; Senior majoring in Elementary Education from New Orleans; treasurer Zeta Phi Beta Sorority; Drama Guild; Baptist Student Union; assistant layout editor, **Courtbouillon**; **Le Diable Bleu**; SNEA.

3. **Phyllis Champion**; Junior majoring in Sociology from Franklin, La.; at present co-chairman of the Student Christian Ass'n; vice-president of the International Relations Club; Williams Hall's representative to the Student Council and member of the Drama Guild and Chapel Committee. Other activities she has engaged in are: president of Methodist Student Movement 1957-58 and secretary for two years of Delta Tau-Upsilon Debating Guild.

4. **Catherine W. Delandro**; Junior majoring in English and French, New Orleans; columnist for 2 years on **Courtbouillon**; Baptist Student Union; SNEA; treasurer of the English Club.

5. **Lois M. Foucher**; Junior majoring in Sociology from New Orleans; Christian Ass'n 1956-58; secretary to the cabinet and vice-chairman of the Human Relations Committee; chairman '57; chairman of the Study and Discussion Group; vice-chairman of the NAACP Membership Committee '57; treasurer of YWCA '57; present activities are: president of International Relations Club; chairman of the Study and Discussion Group of the Christian Ass'n; student representative on the Chapel Committee; member of Debating Guild and Social Science Club; representative to YM and YWCA in '56, '58; secretary

of the Intercollegiate Council on Human Relations, an organization she helped to organize.

6. **Betty Anne Jacques**; Senior with a double major in English and Social Science from New Orleans; anti-basileus and dean of pledges Zeta Phi Beta Sorority; Newman Club '57-58; English Club, president '57, vice-president '58; Pan-Hellenic Council, secretary-treasurer '57, president '58; International Relations Club; University Personnel Committee.

7. **Gwendolyn M. Manning**; Senior in Elementary Education from Bogalusa, La.; as a freshman: class secretary; secretary of Chapel Usher Board; Student Christian Ass'n; FTA; Chapel Committee; assistant to the secretary of Dr. Charles Buggs, chairman of the Division of the Natural Sciences. As a sophomore: Usher Board, vice-president; assistant secretary of class; FTA; AKA; **Courtbouillon** staff and **Le Diable Bleu**. As a junior vice-basileus AKA; Alpha Kappa Mu Honor Society, secretary-treasurer; SNEA treasurer; president of Usher Board; Newman Club; **Who's Who in American Universities and Colleges**; clerical assistant to Dean of Students in the Personnel Office '56, '57. As a senior AKMu; secretary-treasurer Pan-Hellenic Council; Discipline Committee; president of Usher Board.

8. **Cornelius Merrick**; Junior majoring in Chemistry from Shreveport, La.; '56 Drama Guild, Pi Delta Tau Upsilon Science Club '56, '57, '58; Student Christian Ass'n '56, '57, '58; president of Sophomore Class, '57; associate-editor of Yearbook '57; Alpha Phi Alpha Fraternity '57, secretary '59; NAACP '58; president of the Junior Class '58.

9. **Marie T. Smith**; Senior majoring in Nursing from Meridian, Miss.; Choir '55; Student Union, financial secretary '56, '57; president of Williams Hall Dormitory '57, '58; Santa Filomena Club, fi-



The Dillard University Choir poses in Lawless Memorial Chapel with its Director Mr. John Kuypers, Visiting Professor of Music.

nancial secretary '56, reporter '58; Athletic Committee '57, '58; treasurer of the La. Ass'n for Student Nurses (N. O., La. District) '58; **Who's Who in American Universities and Colleges** '57; president of Delta Sigma Theta Sorority.

10. **Flora Rejena Wells**; Junior majoring in English from Bogalusa, La.; served during her freshman and sophomore years as vice-president and president of the dormitory; Executive Council of the Student Union. At present AKA Sorority, program chairman of the English Club, Baptist Student Union, **Courtbouillon**, student reader in the English Department.

11. **Earl A. White, Jr.**; Senior, pre-law from New York City; current president of Student Union, Debating Guild, Alpha Phi Alpha Fraternity. Served as class president during his sophomore and junior years; editor of **Le Diable Bleu** '57; member of Pan Hellenic Council and NAACP.

12. **Mary Esterlyn White**; Junior majoring in Mathematics and Chemistry; former member of Drama and Debating Guilds. Currently dean of pledges in the AKA Sorority; "Sweetheart" of the Alpha Phi Alpha Fraternity; secretary of the Pi Delta Tau Upsilon Science Club; YWCA; Student Christian Ass'n; NAACP. She hails from Jasper, Alabama.

49-Voice University Choir In Christmas Concert Dec. 21

By Rose Mary Lescene

The Christmas Concert, an annual Lyceum presentation by the Dillard University Choir, will be given on December 21, 1958 at 8 p.m. in Lawless Memorial Chapel. The 49-voice student aggregation will be directed by Mr. John Kuypers, visiting professor of music. Mrs. Rebecca Turner Cureau, assistant professor of music, will accompany the group at the organ.

Also on Sunday morning, December 21, the Dillard Choir will participate in the CBS "Church of the Air" broadcast at 8:30 to 9 o'clock (CST) on a national hook-up. The tape recordings, from which selections will be made, are already in preparation.

The Christmas Concert will be divided into two parts. The first half will relate in song the ever-new story of Christ's Nativity and will feature six Christmas Preludes and Chorales by Johann Sebastian Bach: "Lobt Gott, ihr Christen allzugleich"; "Puer natus in Bethlehem"; "Christum wir sollen loben schon"; "Wir Christen-leut, hab'n jetzund Freud"; "In dulci jubilo"; and "Vom Himmel hoch da komm ich her."

The second portion of the varied and interesting program will bring likewise six choral numbers but by different composers. To preserve the mood established in Part I, it will open with Bach's "All Breathing Life, Sing and Praise Ye the Lord." The Virgin Mother will be honored by Tomas de Vittoria's "Ave Maria."

These selections will be followed by three pieces expressive in quiet mood of Christmas joy: "Lo, how a Rose e'er blooming" by Michael Praetorius; "Our Father" by Alexander Gretchaninoff; and the "Benedicamus Domino" by Peter Warlock. The grand finale will feature Gustav Schreck's soul stirring number "Lord, Hosanna."

Dr. William Lloyd Imes, visiting dean of the Chapel, will read the Christmas story from the Bible, and the Concert will also feature a solo quartet composed of Virginia Loveless, soprano; Helen Dugas, contralto; Percell Church, tenor; and Henry Pharr, bass. Other featured soloists are Alberta Edwards, soprano, and tenors Mervin Wallace and Percell Church.

The Choir anticipates a busy spring season. On March 22 it will go to Chicago to sing on behalf of the United Negro College Fund. A tour is contemplated preceding the annual Spring Concert. On April 24 the Choir will be host at a Song Festival bringing together

all the Negro High Schools in the New Orleans area.

At present there are technically three Choirs. There are two Vesper Choirs of approximately 25 voices each which assist at the Sunday Vespers. The 49-voice Concert Choir, which provides the major concerts and represents the University on tour, helps occasionally also as Vespers.

Lyceum Brings Elise Cambon In Organ Recital

By Elaine Boliver

On Sunday, November 2, 1958, in Lawless Memorial Chapel Miss Elise Cambon was presented in an organ recital sponsored by the Dillard University Lyceum Committee.

Miss Cambon is music director of St. Louis Cathedral where she has been cathedral organist for sixteen years and choir director for nine years. Miss Cambon has studied extensively. She began her studies in Paris and has since affiliated herself with Newcomb College, University of Michigan and has done post-graduate work at Oberlin Conservatory and Syracuse University. She was awarded a Fulbright scholarship to study in Germany. For the past three summers she was awarded a scholarship to study in New York.

Miss Cambon rendered six complete selections and was cordially received in the social room after the recital. She was honored to have many autographs to sign.

*Courtbouillon
Wishes
You a
Merry Christmas
and a
Happy New Year*



DILLARD STUDENTS SELECTED TO "WHO'S WHO"—Seated, left to right: Lois Foucher, Betty Jacques, Phyllis Champion, Bettye Anderson, Gwendolyn Manning, Mary E. White, Catherine Delandro, Ellen Benjamin, Marie Smith. Standing: Cornelius Merrick and Earl White.

COURTBOUILLON

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A Christmas Prayer

A prayer of peace may this be, enlightening our hearts and freeing our souls, O God. May we realize the true meaning of Christmas, not just one day, but always. Let us of the many religious faiths walk together in love and brotherhood. Let us become respecters of the beliefs of others and more concerned about human welfare. And may we, in our attempts to do right toward mankind, become strengthened. In the spirit of Christmas, these blessings are asked. Amen.

The Price of an Education

In a world where material assets are essential in securing a goal, one often wonders about the things that are free. Further analysis, however, proves that not many things are really free. Therefore, one is faced with purchasing an education. With money? No—not with money alone but also with time, patience and perseverance.

Education is the most expensive luxury one can obtain. Unlike material goods which are ours for the money, an education must be pursued for a life-time. One cannot consider himself educated just because he is the recipient of a college degree or can successfully defeat his opponents in argument. But an education is secured only through the dedication of a life-time to that end.

As college students we often consider if the pace which seems too fast is worth the price. We often have to cram late hours at night; we have to sacrifice social pleasures while our efforts sometime seem fruitless and in vain. Nevertheless, this is the price that must be paid if an education is to be secured.

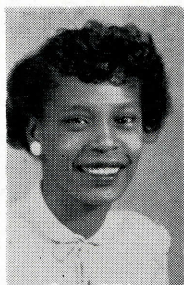
An education is demanding on the pursuer for it demands that, though one's progress is impeded by unavoidable obstacles, one should strive continuously toward the attainment of the goal. Though one falls, he should rise with renewed determination.

The price of an education is not found in the advertisements of the daily newspaper, nor pictorially or dramatically presented on television. For some the price is more expensive than for others. An education necessitates both material and immaterial sacrifices.

Unlike goods purchased that glitter while new but fade with age—education shines brighter as the year go by. Education is available for all who are willing to seek and learn, to dedicate themselves to the attainment of their life's goal and to pay the price, though it be expensive.

Spotlight

By Del Rita Bourgeois



Stepping into the Spotlight this month is Lorraine Williams, a junior majoring in English and minoring in French. She entered Dillard in 1956 on an academic scholarship renewable from year to year if a high standard of scholarship is maintained.

Lorraine is a 1956 graduate of Booker T. Washington Senior High School where she was active as president of the Business Club for one year and also of her homeroom for two years. She served also as co-chairman of the Program Committee of the Student Council.

At Dillard she has participated in many activities and at present is an officer of the following organizations: associate editor of *Courtbouillon*, president of the English Club, secretary of the Baptist Student Union and publicity chairman of the Junior Class.

Miss Williams says that at Washington High School she developed an interest in writing, and because of this interest she has been a member of the *Courtbouillon* staff since her freshman year.

Lorraine enjoys and participates in many active sports such as tennis, volleyball, basketball and softball. This is easy to understand because, a former victim of polio, she recalled being asked about the happiest day of her life, she answered without hesitation, "The day I learned to walk again." She also enjoys reading, writing, and listening to music.

Upon graduating from Dillard she plans, if possible, to attend a university where she can continue to pursue her studies in English.

Editor Replies To Miss Morgan

We don't entertain gripes and grievances. It is the initiative and hard working persons that go ahead on into responsibilities, and therefore become our leaders whether they are above average or average.

The 3-year worker is Bette Morgan. The new member of *Courtbouillon* who has gotten praise is William Watkins. Because he is so modest, the staff felt it was duty bound to identify the athlete-artist who simply initialed his work. His drawing in this issue is not even signed!

Many of the people named by Miss Morgan have done nothing for the glory of Dillard, but have attended classes for their own benefit. Others of them have gotten true recognition for their works either in the newspaper or elsewhere. A sincere worker does not work for self honor or glory.

If Bette Morgan would come to meetings, she would have a say-so about who is put in the Spotlight. Present facts or concrete opinions and we will publish them, but *Courtbouillon* cannot and will not stoop to entertaining gripes, grievances, sarcasms or spite of one individual toward another.

We suggest and are eagerly looking forward to some more fine cartoons from the pen of Miss Morgan.

Both the Administration and the advisor knew that, with the graduation of 12 veteran staff workers last June, new talent had to be found and recruited, preferably from the incoming Freshman Class, so that *Courtbouillon* might continue its tradition as a great college newspaper. It was in this manner that Miss Morgan, as a freshman, began her work which

Letter To Editor

TO THE SPOILS BELONG THE VICTORY!

So you think I have the quotation backwards? Think again. Would it not appear that those persons receiving most of the praise and glory have ridden on roads paved by the "unknown laborers?"

We (the students), are often accused by the Administration and faculty for lacking school spirit and enthusiasm about campus affairs. Many students feel that they are important, therefore, why should they waste their efforts on the school when in the end they would not be recognized or even appreciated? The emphasis placed on student recognition is pseudo-nostalgic and in some cases undeserving.

Is this not "a democratic institution of higher learning in which persons of various economic backgrounds live and work together in order to be able to earn a living and be active citizens in the American democratic society?" This being the case, it would logically appear that each student would have an equal opportunity to participate in campus activities, elevate himself, in the end receiving deserving honors.

There are organizations on campus whose purpose is to enlist only the deserving students, the student who has striven above the average student, both academically and for the "good of the institution." Such organizations would be the two honor societies, Alpha Kappa Mu and Beta Kappa Chi, and Who's Who In American Colleges and Universities.

The question then arises in the minds of the students: "Just what are the criteria for the selection of its members?" Again it would appear that those students with only high grade averages, no interest in organizations (other than the advantages and privileges these organizations offer them as individuals), and no school spirit, receive the honors.

Consider Geraldine Doplemore (class of '58), who in the eyesight of students, as well as most faculty members, represented the ideal Dillard student. But obviously it was felt that she could not qualify for Who's Who In American Colleges and Universities, although she was president of Alpha Kappa Mu Honor Society, an honor roll student for eight semesters, and held several other positions in a number of organizations. To illustrate my point further: There are students who have worked faithfully on the *Courtbouillon* for three years. There were certain positions that were almost extinct until students with initiative decided to build them up. Now that these positions are workable, new members come into play, do one project and then praise is served to them on a "silver platter."

The backbone of Dillard University is not only those persons who seem to be in the "student clique," but those average students (you and I), the "unknown." You are the people who deserve the real praise and recognition. Names like Alexander, Gomez, Clements, Irons, Hawkins, Streams, Leonard, Mack, Norwood, Baker, Biddings, Witchett, I could go on and on, are really the "ghosts" who materialize ideas and projects. These are some of the students who give most to the improvement of Dillard University, yet we never hear about them. These are the persons who deserve to appear in the "Spotlight."

These are the students, "The Victors," to whom belong the "Spoils."

Bette Morgan

has time after time received the grateful praise of the staff and student body alike.

A Student Views The News

By Herbert Leary

ONE PROBLEM IN HIGHER EDUCATION

By 1970, according to all indications, the number of college students in the United States is expected to reach an all-time high of 6,000,000, due to the increased birth rate of the 1940's. This means that the tremendous crowding which has already hit our high schools will shortly strike our colleges and universities.

Presently, however, the number of full-time and part-time college teachers is approximately 225,000. If the number of students increases as predicted, it is estimated by The President's Committee on Education Beyond the High School that we shall need between 180,000 to 270,000 new college teachers in the next twelve years. In other words, we will need between 15,000 to 22,500 new teachers per year from now through 1970.

The most estimable source of new college teachers is the present generation. In order to recruit these young men and women for the teaching profession, it is without a doubt that raising teachers' salaries should receive first consideration. This is of prime importance because students of today are quick to note that teaching is not as highly valued (monetarily) as most other professions, and for that reason some of the most promising college graduates who would really prefer a teaching career go into other professions. A college instructor's average salary is \$4,000, whereas a typical corporation wage earner receives about \$4,900 per year. True, the wage earner has an important function, but the responsibility of the teacher is greater, I should think, for he is influencing the minds of America's future leaders.

In addition to raising teachers' salaries, colleges must offer the future teachers much greater opportunities for success. This means that moderate cost faculty housing, health benefits, group insurance, retirement and educational opportunities for their children must be available to them.

Of course, it is not supposed that the number of good teachers we need can be obtained by simply offering them a higher standard of living. It is at this point that an organized recruitment program comes into play by making use of competent older teachers who have retired (at least on a part-time basis), by using as part-time instructors those who are otherwise engaged in some other related business or profession and the like.

In order to do even the few things that have been mentioned, the colleges and universities will need a tremendous amount of money. The cost of raising teacher salaries alone is estimated at \$800 million per year, and most colleges are "fresh out" of ideas as to where they can obtain it.

The way I see it, the American people must reach into their pockets and make contributions to the college or university of their choice. Of course, many people will say they don't have it and for some, it will be the truth. This is understandable. But many who will be saying that they don't have the money will, I am sure, be the same persons who are spending per capita \$85 yearly for tobacco and alcoholic beverages and \$79 for recreation. The value we attach to a thing is determined not by the nice words we say about it, but rather by our concrete expression in terms of money and services.

Good Leadership; Poor Followers

Unless there is a giant operation like Homecoming on campus, our Student Union is about as inactive as one can imagine. Some of the officers do not show up at meetings. Sometimes there are not enough persons present at meetings to establish a quorum; therefore, business at hand cannot be discussed.

The lack of proper functioning cannot be attributed to poor leadership on the part of our Student Union president, Earl White. Earl possesses initiative, dash and intelligence. His leadership has been displayed on various occasions in such offices as president of his class during the sophomore and junior years and as president of the Delta Tau Upsilon Debating Guild for three years.

Painfully, our Student Union president does not receive the needed cooperation from the students and the student officers of the Union.

Before trying to encourage more student participation in the Union, I think it would be a good policy if there were an internal improvement. The students holding offices in the Union should become conscientious and active workers. They should remember their campaign platforms; and, if they tried to do half the things they proposed to do, they would be busy until June.

I can think of one other officer of the Student Union that this does not apply to, and that is Ernest Kinchen, vice president. He, too, has his heart poured into the success of the Union, but two students cannot make a Student Union what it ought to be. It takes the full cooperation and work of the officers of the Union, representatives of organizations and each responsible student.

This is our Student Union and it will be whatever we make it. We can make it one of the most functioning student unions in Dillard's history. It would mean that we have to become more aware of our responsibilities as members of this student body and assume these responsibilities.

There is hope that the Christmas vacation will prove refreshing and we shall enthusiastically return in the New Year with the idea of making our Student Union a better one.

Be Yourself

One disadvantage of a college education is that it breeds an individual who is somewhat artificial. This student is artificial because he no longer retains his own thoughts, creeds, or identity—he becomes one of the crowd.

An education does not tend to account for snobbishness or sophistication, nor does it denote any superiority over one's fellowman. Rather, an education should mold one into an individual who is sociable, responsible and who has an interest in people in general and the world about him.

The writer of this article believes that most of the students at Dillard are being educated in a manner that is in direct contrast with the objectives of the University. Many students, it has been observed, hold the opinion that as he progresses he should feel as if he is just a little more than another student; that he should be content to at least look intelligent if he is not so; and that his standing in class ranks denotes just below just how intelligent and sophisticated he really is.

Emerson in "Self-Reliance" makes the statement that "It is easy in the world to live after the world's opinion; it is easy in solitude to live after our own; but the great man is he who in the midst of the crowd keeps with perfect sweetness the independence of solitude."

As it was mentioned previously—an education should make one an individual. Let us as students and future citizens of our country strive to retain our identity as individuals, and let the crowd go on its way.

The People Speak

By William Peoples

The Governors' Race: West—Democratic; East—Republican.

Many pseudo-politicians and non-active voters fail to understand the influence bloc voters have on elections. This can be easily seen in the race of Edmund (Pat) Brown vs. Senator William F. Knowland in California and the race between Nelson Rockefeller and Governor Averell Harriman in New York. These bloc voters—the farmers, laborers, businessmen and other interest groups—are essential in any election.

The race in California found the experts agreeing that Senator Knowland beforehand obtained his defeat by his support of a Right-to-Work amendment in the midst of the union uprising in heavily industrialized California. Still, Senator Knowland lost ground when he got into the race with the objection of Governor Goodwin Knight who wanted reelection but was forced into a race for the United States Senate, costing Knowland many Republican and independent votes.

Thus Brown's victory was by no means due to Republican heartaches, but entirely to the mistake Senator Knowland made in his support of the Right-to-Work Laws and the split between Knight and Knowland. Pat Brown was backed

LeMoyne Professor Praises Newspaper

In a letter to the advisor of the school paper, Dr. Edward E. Brewster, professor of Social Studies at LeMoyne College, wrote: "You certainly are doing an excellent job with *Courtbouillon*. I am placing it in the faculty lounge for general perusal."

Dr. Brewster was a former colleague of Professor Johnson at Rust College. He also officiated at the marriage ceremony of the Courtbouillon advisor in 1955 in the home of Dr. L. M. McCoy, then president of Rust College.

by a strong Democratic organization that is unifying itself in California while the Republican is growing weaker.

In the East the biggest upset in the nation as well as a prize for the Republican party was the election of Nelson Rockefeller. Few gave Rockefeller a ghost of a chance. Even the polls showed Harriman victorious. However, Nelson Rockefeller pulled one of the slickest campaigns of modern times. His campaign posters and advertisements seldom mentioned the word "Republican" on the issues facing the state; he took an even more liberal stand than Harriman.

Another factor that helped was
(Continued on page 5)

Open Letter To DU Students

Hi friends, is it not wonderful to have segregation? To be able to get a job as a porter, maid or dishwasher regardless of your formal education? What normal, intelligent student on this campus desires or seeks integration?

After all the white man has given us so much, so why should we try to take away what we know belongs to him? Such things as freedom, liberty and equality must remain under the control of the white man.

Did not the white man bring our ancestors from Africa, give them employment, food, shelter and even a God to worship? Did he not also give them separate schools, churches, jobs, drinking fountains, etc., which is not clearly marked for **Colored Only**? I once thought that all Negroes who had a little knowledge wanted integration, especially college students. For I have heard many complaining about segregation, stating that it is unfair, unjust, against the written Constitution of the U. S. and also against the law of God. But I have discovered that these people were saying one thing and doing another. The segregation question, as far as it pertains to the people and especially on our lovely campus, is merely a device to start a good conversation but nothing else.

So I say, stop talking about integration and thank God that the white man has seen fit to give us poor colored people segregation.

After all we don't really want to be equal to the white man politically, socially and economically and each and every day we prove it.

We have on campus the Dillard University College Chapter of the NAACP and less than one-quarter of the student body are members, while less than one-half of the Negro population in New Orleans are members. Which only proves that all Negroes, even those who possess a little knowledge, don't want integration, liberty and equality. Therefore down with the NAACP, down with integration, and let all of us poor but satisfied and happy colored people enjoy our good old segregation which is a direct blessing from the white man.

Your Friend,

Shirley DéDé

Former Advisor Lauds Paper

Dear Miss Harris:

One of Mrs. Morton's friends has just sent her a copy of the October number of *Courtbouillon* and I have been delighted to see your name in the masthead as editor-in-chief. Perhaps you will remember our working together on *Courtbouillon* back in your freshman year when I was faculty advisor. I have not forgotten the splendid cooperation that I received from you during that year, and I thought many, many times what a splendid editor-in-chief you would make if your fellow student at Dillard ever appreciated you enough to place you in that position. I am glad to know that they have done just that, and I can easily understand why all now connected with the publication would give you the cooperation you mention in your editorial note, for the kind of spirit you manifest inspires just such cooperation.

This was a splendid issue of *Courtbouillon*. I have never seen a better one. Sincerest congratulations to you and your staff! I am sure that under your guidance this is going to be a fine year for the publication, and I hope too that it will be a fine year for you in every way at Dillard.

With best wishes always, I am

Very sincerely yours,

George W. Morton

Who Are You?

By Jeanette Hodge

Have you ever stopped to think who you are? Do you know who you really are or has someone told you that you are thus and so? Can it be that you have taken on the character of an idealized individual and are afraid to be yourself? Are you concerned with making false impressions or are your values depressing?

I would honestly like to know just who we are when we are not trying.

Sure, we may be able to do many things brilliantly, that is, whenever we decide just what it is we really want to do. Then we gather the forces and "go to it." But when we are not straining, and we are not busy making "good impressions," our slippers on, the candles burning low, the "sounds" softly playing, the fire crackling merrily, and we are in **pleasant unaffected conversation**, then we are ourselves. For when the mind and body are relaxed the soul emerges. Things done by force are compromises; partly ourselves, but mainly composed of conditions of the "rules of the games."

Let us **enjoy life**. By that I mean doing. For nothing so clears the mind as doing: feeling with the people but maintaining our own independence of thought, thinking clearly, speaking intelligently, spiritually, and morally, however living simply.

Surely there is always someone who doesn't like us no matter who we are. So what? That one constant figure on life's stage is the enemy. No matter **how good** the intent to impress we are bound to displease.

Nature impresses us but through its vast silence. Why then do we **strive** for recognition?

In a sermon Dr. James S. Thomas asked, "What can one man do?" His reply was, "Begin with the inner self which is you and not the self which is projected in you, then the individual moves out to an outer mass. Discover the creative individual and those things which are meaningful and purposeful."

Let us bear in mind who we are and not who we would like to be like. For individuality is the mark of greatness.

Be not deceived of our own accomplishments for in truth we are significant by products of greatness.

In an unrehearsed scene several individuals were asked to make three statements. In less than one minute these replies were given to the questions, "WHO ARE YOU?"

"I am Myra Lynne Weems, a girl whose aims are to have children and happiness."

"I am Myrtle Ann Washington, usually with good intentions but I let interfering obstacles block them. I desire to be happy."

"I am Vivian D. Counts, an in-

To Miss Dede

Your "open letter to the Dillard students," I am sure, was probably justified as far as you were concerned; however, I should like to say that I disagree with you somewhat.

The fact that the Negro has advanced so much in this city is proof that the NAACP is prospering both financially and otherwise. Perhaps your letter should have been concerned not with membership in the NAACP, but with financial support from the students.

Also the fact that you have stated how many individuals both on and off campus who have affiliated themselves with the NAACP has caused me to elaborate further. As you probably already know, if Education majors affiliated themselves directly with the NAACP their job may be placed in jeopardy. Perhaps you should also consider the financial status of most students at Dillard; there are also other organizations which

dividual working to serve a certain capacity of the University while maintaining my individuality."

"I am Irwin Swerdlow, a teacher at Dillard who loves literature and teaching."

"A student, an individual, and a Christian," said Lois Foucher.

"I am Phyllis Champion. I am only Phyllis Champion and nobody else."

"I am Charles Morton, a person seeking to understand myself and to work out my destiny in community with God and men."

"I am associate professor of Political Science at Dillard, John Furey, a citizen of the United States."

"I am Jennie Scruggs, a nursing student, a Pyramid and I am in love with Haywood Thompson."

"I am Ralph Speck, a human being and a man of the theatre."

"I am a person, a teacher, and a human being," said Dr. Coragreen Johnstone.

"I am Dorothy Hudson, dumb, stupid and ignorant."

"I am Albert Dent. There isn't but one answer to that question as to who I am."

"I am a human being, a citizen, a father," said Dr. Iggers.

"I am Ester Keyes, a nursing student and a gambler."

"I am a rational animal, another inhabitant of the Planet Earth, a person very puzzled by the many unanswered questions," says André Gallant. "I am one that is and one that would like to be."

"I am a homo sapiens, my name is John Roderick Pernel, and I am an aspiring scholar."

"I am Beverly Edwards, a woman, and I work behind the co-op counter."

"I am Gwendolyn Manning, a senior, and an AKA soror."

"A very interesting question which requires ideational thinking. A consideration of the question would imply egocentrism. Who am I is of little value to me; I would rather consider what am I doing. I am not interested in me as such," said Malcolm LaPlace.

"I am Earl Larré, an individual and a Scientist."

"I am Norma Jean Francois. Although I know that in some way humans are similar, there will never be another me."

"I am Harold Epps, maintenance superintendent at Dillard, and a man."

"I am Althea McRoyal, sophomore at Dillard and a Pyramid."

"I am James Moldenhauer, an individual and a naturalistic humanist."

DO YOU KNOW WHO YOU ARE?

are related to students vocations with which they are prone to affiliate themselves.

That anyone could state that the Negro is in favor of segregation is inconceivable. The Negro's struggle has been one for constant equality and justice. This is not a "white man's" country, but the country of whoever makes it his, whether he be white or Negro.

Satisfaction is something that is attained when one has achieved his goal and the Negro still has a long way to go. Therefore, I caution you to be careful in making such statements for someone might take you literally.

Perhaps it would be well to concern yourself not so much with seeking membership with students who are unable to join because of legitimate reasons, but with attempting a fund raising campaign.

Cordially,
Lorraine Williams

Dillard's Blue Devils Clinch 2nd Place In Conference Football



BLUE DEVILS' CAGEMEN FOR 1959-60: Front row, left to right: Columbus Williams, Robert Williamson, Howard Pool, Alton Gill, Gene Scott. Second row, left to right: William Sherron, Thomas Letcher, Arnold Nevels, Charles Ford, Samuel Jackson, Carl McCollum, Ralph Laster, Alvin Turner, Tommy Luter, Kennard Nevels.

BLUE DEVILS' BASKETBALL ROSTER, 1958-59						
No.	Name	Age	Class	Ht.	Wt.	School
3	Ford, Charles	22	Jr.	6-3	190	Williams
4	Sherron, William	21	So.	6-1	187	Carver
5	Scott, Gene		Fr.	5-9	187	Langston
6	Letcher, Thomas	22	Jr.	6-2	207	Carver
7	Luter, Tommy	18	Fr.	6-2	171	Southern
8	Laster, Ralph	21	So.	6-4	185	Carver
9	Nevels, Arnold	19	Fr.	6-3	192	Northwestern
10	McCollum, Carl	19	Fr.	6-6	195	Parker
11	Williamson, Robert	24	So.	5-10½	167	Cosmopolitan
12	Gill, Alton	20	Fr.	5-11	152	St. Bede
14	Turner, Alvin	20	Jr.	6-3	173	Cohen
15	Pool, Howard	18	Fr.	6-0	158	Cohen
21	Williams, Columbus	18	Fr.	5-6	152	Langston
22	Nevels, Kennard	21	Fr.	6-½	180	Chadsey
23	Jackson, Samuel	18	Fr.	6-4½	180	Central
						Home
						Morgan City, La.
						Chicago, Ill.
						Johnson City, Tenn.
						Chicago, Ill.
						Baton Rouge, La.
						Dothan, Ala.
						Detroit, Mich.
						Chicago, Ill.
						Chicago, Ill.
						New Orleans, La.
						New Orleans, La.
						Johnson City, Tenn.
						Detroit, Mich.
						Mobile, Ala.

Dillard Cagemen Optimistic

By Milton Lewis

The Blue Devils have only six returning lettermen. The remaining nine players are freshmen, comprising a 15-man roster. Last year the Blue Devil cagers were co-champions of the Gulf Coast Athletic Conference.

Veteran All-Conference forward Ralph Laster 6'5"; William Sherron 6'1" and Robert Williamson 5'10½" guards, are expected to spearhead the Blue Devils' attack together with freshman Carl McCollum, a 6'6" center from Chicago, Illinois, and a returning vet Charles Ford, 6'3" at forward. Also good prospects are freshman guard Kenny Nevels, 6', his brother, forward Arnold Nevels, 6'3" of Detroit, Michigan are pressing

for starting berths.

Freshman guards Alton Gill, 5'11" of Chicago, a jump shot artist; Columbus Williams, a little 5'6" sharp-shooter from Johnson City, Tenn., and a local product, 6'3" forward Alvin Turner, a junior from Cohen High School, are fighting for starting assignments.

We have the makings of a very fine team and we should go far.

Injury-Ridden Blue Devils Lose 'Bone' to Xavier, 14-6

By Milton Lewis

The Xavier University "Goldrush" regained the "Bone of Contention" on Thanksgiving Day, as the Blue Devils and their bitter crosstown rivals clashed in the 13th annual "Turkey Day Classic" at Xavier Stadium. The Goldrush 49ers slipped by our Devils by the slim margin of 14-6 before a jam-packed, standing room only crowd.

Holding true to form, this game as those in the past was an exciting contest full of suspense. As far as their season won-lost records were concerned, they were forgotten and this was the most important game of the season.

Unfortunately Dillard could not forget the game they had played, because they went into this game with a long list of injuries to key men: second-string quarterback Lawrence Gilson out with a broken ankle; Ernest Black ailing though he did play; and Thomas Letcher, our big hard running right halfback, out with torn ligaments of the left ankle, sustained

at Tuskegee. Certainly the loss of Letcher hurt our chances of winning tremendously. His injury was a big loss to our backfield. Eugene Polk, a big 200-pound freshman from Detroit, Mich., filled in at right half and did a very fine job.

The Goldrush panned gold first mid-way through the first quarter, when quarterback Billie Jean Williams attempted to punt out of our territory. The kick was blocked by an on-charging Gold-rusher and they covered the ball on our 35-yard line. They scored after two successive penalties put them on our 2-yard line. They at-

Blue Devils' Basketball Schedule

HOME		
DECEMBER		
3	.....	Leland College
16	.....	Southern University
JANUARY		
16	.....	Tougaloo College
FEBRUARY		
2	.....	Clark College
5	.....	Xavier University
7	.....	Rust College
12	.....	LeMoyne College
14	.....	Alcorn College
A WAY		
DECEMBER		
5-6	.....	Stillman College
	.....	Tuscalosa, Ala.
11	.....	Texas College
	.....	Tyler, Tex.
12-13	.....	Bishop College
	.....	Marshall, Tex.
17	.....	Tougaloo College
	.....	Jackson, Miss.
JANUARY		
5-6	.....	Philander Smith College
	.....	Little Rock, Ark.
7	.....	Rust College
	.....	Holly Springs, Miss.
8	.....	LeMoyne College
	.....	Memphis, Tenn.
14	.....	Xavier University
	.....	Xavier Gym
23	.....	Southern University
	.....	Baton Rouge, La.
29	.....	Kansas City University
	.....	Kansas City, Mo.
30	.....	Rockhurst College
	.....	Kansas City, Mo.
31	.....	William Jewell College
	.....	Liberty, Mo.

tempted to kick the extra point, but Napoleon Benoit, the Blue Devils' crack end, blocked it.

In the second quarter, with William Clark in at quarterback, the Devils got off to their longest (Continued on page 5)

Devils Defeat Rust 24-8 In Last Home Game

By Milton Lewis

The Dillard Blue Devils clinched second place in the 1958 Gulf Coast Athletic Conference by defeating the Rust College Bearcats of Holly Springs, Mississippi, 24-8, in their last home game of the season, Saturday, November 8. The triumph gave the Blue Devils a 2-1-1 record in conference standings.

This was also the "farewell song" for the three DU's outstanding players: fullback Walsdorf Jenniford, the Blue Devils' most rugged back and co-captain; hard-running halfback Ernest Black and Joe Jackson II.

The Devils scored first in the 1st quarter when end Napoleon Benoit, who played a spectacular game, blocked an attempted kick by Rust that was deflected in the end zone where he covered it for the TD. The next score came on a fumble by Rust and two consecutive carries by right halfback Thomas Letcher for 24 yards, and an off side penalty against Rust moved the ball to their 2-yard line, where Walsdorf Jenniford took it over for our second TD in the 2nd quarter.

In the third quarter the Devils drove to the 1-yard line where Norman Russell went over for the score, climaxing a 66-yard

drive by the Blue Devils.

Our final score came in the third quarter of play when the "Horse," halfback Letcher intercepted a Rust aerial on their 38-yard line. Quarterback Billie Williams wasted no time in pitching a pass over left end to right halfback Letcher who stepped off 34 yards for the score.

The Rust Bearcats also made their lone tally in the third quarter when they marched on our third string team for 80 yards. Their PAT was run by halfback George Wise.

The Blue Devils took over early in the game, and when the Bearcats invaded the Devils' territory, it was indeed on very rare occasions. DU displayed some of the poise and cohesiveness that we hope will bring back the GCAS championship next year and the years to come.

Tuskegee Edges Dillard 14-13; Letcher And Gilson Injured

By Milton Lewis

Our Blue Devils went down to a heartbreaking defeat at the hands of the Tuskegee Institute Tigers Saturday, November 15, at Tuskegee, Alabama, by the score of 14-13. It was believed by many that Dillard played their best game of the season, but because of some events that were beyond our control and breaks that went everyway but ours, I am writing the story of a defeat instead of a victory. I am not trying to establish an alibi for our defeat, because the way our Devils played, no alibi would suffice for the defeat.

The game cost us the services of our star right halfback Thomas Letcher, who suffered torn ligaments of the left ankle, and freshman quarterback Lawrence Gilson who suffered a broken ankle. Letcher and Gilson were injured in the third quarter.

The Blue Devils drew first blood when they scored on a 14-yard pass from quaterback Billie Jean Williams to left halfback Ernest Black. Climaxing a 45-yard drive, Eugene Polk toed the extra point to give us a 7-0 lead which we held until the fourth quarter. Throughout the first three-quarters the Devils were playing their best defensive and offensive game of the season. The defensive line was charging, rushing and tackling and was pressing Tuskegee into submission. Offensively the Devils were running like a well-oiled machine. Halfbacks Letcher, Black and Walsdorf Jenniford were picking up that important yardage when it counted most.

In the third quarter the evils fell in on us and backs Letcher and Gibson suffered injuries that side-lined them the remainder of the game as well as the season. The replacements did a capable job, and at the end of the third quarter the score remained 7-0 in our favor.

In the fourth quarter the Tigers clawed us for two touchdowns. Their first TD came on a pass play that went from the quarterback to the fullback for the score. Their speedy halfback ran the PAT and they took the lead 8-7. From this point everything went wrong for us. Speedy left halfback Black sustained a dislocated shoulder. This was a tremendous blow to us

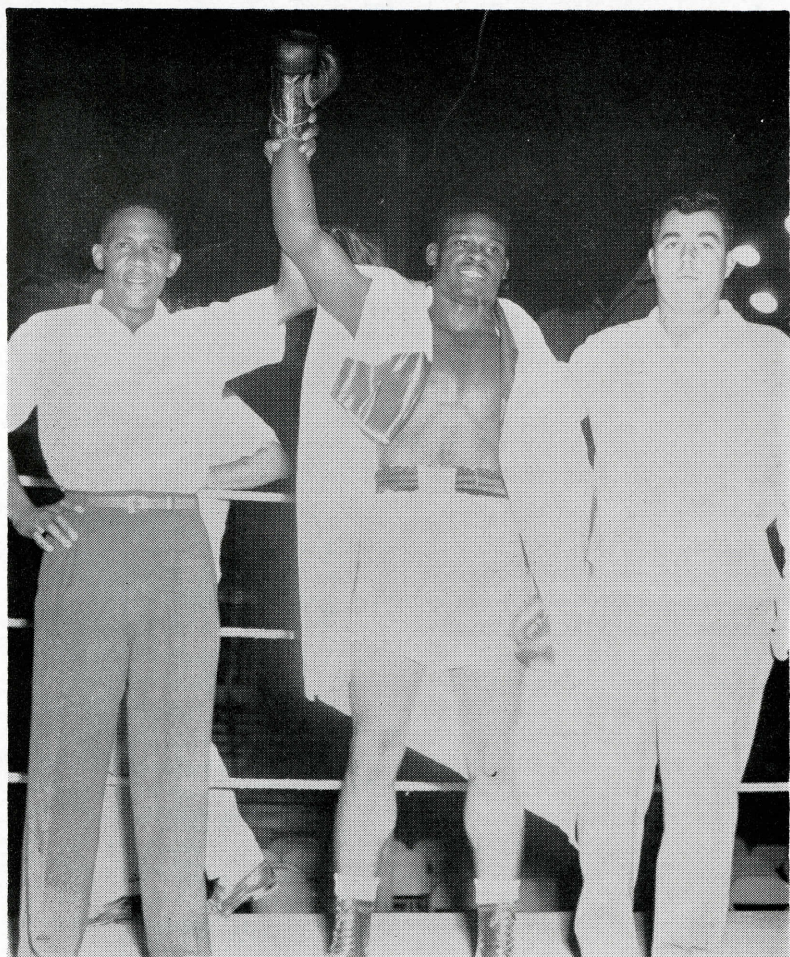
because both of our starting halfbacks were out of the line up.

In the final minutes of the game the Blue Devils fumbled on their own 20 yard line, that set up the winning Tuskegee TD. The Tigers scored on a 14-yard run by their quarterback who slipped through a host of "would-be" Devil tacklers to give the Tigers a 14-7 lead. With less than two minutes remaining in the game, our Devils came to life again when Williams threw a long pass to Clifford Robinson, a tackle, who was converted back to end for this game. Robinson went 63 yards that put us back in the game 14-13.

On the last play of the game we needed only to make the two points PAT to win the game by one point. The Devils elected to run the ball. Fullback Jenniford carrying the ball on the wing six, a play between the right end and right tackle, was stopped a foot short of the goal line and that was the game. A real tough one to lose.

Some of the Blue Devils who played exceptionally well were hard rushing end Napoleon Benoit; tackle Johnny Cunningham; guards Lee Moore and Willie Minnard; Thomas Letcher who was among the top rushers of the game; Ernest Black who played another splendid game, ran one TD and had a 102-yard interception run called back; Claude Carbo substituting at fullback, and most of all, tackle William Watkins, a native of Bessemer, Alabama, who played a sensational game. Watkins was a one man wrecking team; he played a marvelous game.

The loss of two of our key players at a most crucial period of the game was one we could not offset (Continued on page 5)



Freddie Little's hand is raised in victory after he stopped Redmond in the 2nd round. Left to right: Ernie Cojoie, Freddie Little, and James Stevenson, his manager.

Devils Trounce Leland College 97-37 In Opener

By Milton Lewis

The Blue Devils of the hardwoods got off to a spectacular season when they made their debut against Leland College of Baker, La., here in Henson gym, December 3. The Devils, co-champions of the Conference, took the floor with a new look—only four letter men from last year's squad returned. It was suspected that the loss of men like Frank and Bernard Hancock and Leroy Thomas, would have a great affect on this year's team, but only time will tell.

Captain Ralph Laster, guards William Sherron and Robert Williamson were the only three starters from last year. Carl McCollum a 6'6" freshman from Chicago, Ill., a rebound specialist, and Kenny Nevels a 6' sharp-shooter from Detroit, Michigan, rounded out the starting five.

From the beginning the Devils took over and little Leland did not have a defense against their taller foes. The Devils ruled the boards. McCollum was the top rebounder for the Devils with 11 rebounds. The piloting of Robert Williamson and William Sherron out front, out-manuevered Leland, and by half time it was no contest. The Devils led 45-12. The whole squad played and this was a delightful victory for our first conference game of the season.

All-Conference forward, Laster, was high point man, with 24; guards Sherron and Williamson, 16, 10, respectively. Second string forward Charles Ford shot 15.

At the final minutes of the game the crowd was on their feet screaming for the century mark, but was mildly disappointed, the final score being 95-37.

GO DEVILS BEAT STILL-MAN!

Play Cancelled; Star Injured

The third performance of the Drama Guild's "Take A Giant Step," scheduled for Tuesday, December 2, had to be cancelled because of an injury suffered by the leading player, Raymond Boseman.

Xavier . . .

(Continued from page 4)

drive of the day. Clark was playing tricks with that ball; he was handing off beautifully. The Devils marched 56 yards to Xavier's one-yard line, registering 4 first downs.

The Devils were in possession of the ball on the one-yard line, first down and goal-to-go when Claude Carbo, in at fullback replacing Walsdorf Jenniford, fumbled and the Goldrush recovered on our one-yard line. The Goldrush, taking over in the end zone, attempted to kick the ball out of danger; had it blocked by an alert Eugene Polk; it was covered by Louis Harrell to tie the score. The PAT was short. The Goldrush scored again when their captain and halfback, Elliott Labat, got away down the sidelines for a 42-yard TD.

Their last two points came by way of a safety. Ernest Black, back on our own 20-yard line to punt, received a bad pass from center, that rolled back into the end zone. Black retrieved the ball, but he was caught in the end zone by the Xavier defenders for a safety.

This was a hard fought game and our Blue Devils played courageously and the student body is proud of them. The Devils' overall record for the season was 4-4-1. They were 2-1-1 in Conference play, good enough to cop second place in the Gulf Coast Athletic Conference. Taking in consideration that three-fourths of the playing personnel were freshmen, we feel our future looks very rosy.

Tuskegee . . .

(Continued from page 4)

and these were the factors that decided the game.

Statistically the Devils were superior. In rushing they registered 204 yards, and another 100 yards by passing, compared to Tuskegee's 197 yards rushing, and 41 yards on passes. DU's total yards gained was 304 to Tuskegee's 248.

The People Speak

(Continued from page 3)

his family. He won the support of philanthropists to minority groups which cut deeply into the Democrats' campaign. Still, we must consider the personality Rockefeller showed, which was appealing to the women and the independent voters.

Freddie Little: Brawn And Brains

Freddie Little, Dillard's middleweight knockout artist, has claimed Bogalusa as his home since 1957 through his manager, James Stevenson.

A product of Carver High School in Picayune, Miss., Freddie is the oldest child of a family of eight. His father is dead and his mother is Mrs. Jessie Mae Anderson by a second marriage.

Active and prominent in various high school organizations, the future pugilist won All-Conference honors on the football team in left halfback and fullback positions. He was president of the Senior Class, of the Student Council and of the Dramatic Club. He participated also in the Glee Club.

Greekdom

By J. Vincent Wynne

KAPPA ALPHA PSI FRATERNITY. Brother Prince Hall "Ike" Washington, a 1957 graduate of Dillard University, has become the first graduate in 12 years to become a lifetime member in the Dillard's Alumni Association. Brother Washington paid \$150 to the National Alumni Association and \$50 to the local Alumni Association.

Brother Washington received a letter from Dr. Albert W. Dent, the President, congratulating him on his schol spirit and the active part he takes in the University's activities.

He is a member of the Usher Board of the St. Paul AME Church, assistant financial secretary of the Ancient and Accepted Rite of Free Masons, a member of the Jefferson Parish School Board and is employed at the Frederick Douglas Elementary School.

While at Dillard, Brother Washington was "Mr. Esquire" for 1954-55-56. Beta Gamma Chapter of Kappa Alpha Psi Fraternity is proud of Brother Washington for he is an asset to our Chapter and the University.

OMEGA PSI PHI FRATERNITY. Theta Sigma Chapter of Omega Psi Phi Fraternity held its annual Achievement Week Program on November 12, 1958, in Lawless Memorial Chapel.

The theme for the National Achievement Week was, "Moral and Spiritual Values: America's Greatest Need." The guest speaker was the Reverend Mr. Milton Upton, pastor of Beecher Memorial Congregational Church in New Orleans. He is a member of Eta Omega Chapter of Omega Psi Phi Atlanta, Georgia.

The highlights of the program were as follows: Arthur Walker, basileus, spoke on "Achievement Week in Retrospect," and also introduced the speaker. The Omega Chorus was featured in "There is

Associate Editor Captures Poetry Honors

Lorraine Williams, associate editor of *Courtbouillon* and president of the English Club, wrote a poem entitled "Love Me" which has been accepted for publication in the *Annual Anthology of College Poetry*, announces Dennis Hartman, secretary of the National Poetry Association of Los Angeles, California.

The Anthology is a compilation of the finest poetry written by the college men and women of America, representing every section of the country. Selections were made from thousands of poems submitted.

Courtbouillon adds its congratulations to those of the Association, for Miss Williams has



Flora Rejena Wells



Gwendolyn Manning

Bogalusan Beauties With Brains

Gwendolyn Manning and Flora Rejena Wells, both of whom were selected this year among Dillard's representatives to *Who's Who in American Universities and Colleges*, are outstanding students who are fulfilling in an exemplary fashion the promise expected of them from their high school days.

Miss Manning was graduated from Central Memorial High School in Bogalusa. While a student there she participated in the school band, dramatics, New Homemakers of America, The Science Club, was vice president of the Student Council and secretary of the school newspaper.

Mrs. Wells, who was selected this year by Dr. Irwin Swerdlow as student reader in the English Department to assist both him and Professor Ralph G. Johnson, is also a graduate of Central Memorial High School. During her high

school days she served as class secretary for four years. She held the offices of secretary of the Student Council, president of the Choral Society, vice president of New Homemakers of America. She was also active in the Drama Guild, was valedictorian of her class and won the American Legion award.

Mrs. Wells is the wife of Sgt. Samuel Wells, who is stationed at England Air Force Base in Alexandria, La., and also the mother of two beautiful children; a son, Ricky who is 2½ years and a daughter, Debra, one year old.

a Balm in Gilead."

The brothers of Theta Sigma, attended the Ninth District Confab, Saturday, November 22, at Beta Sigma Chapter, Southern University. A good time was had by all.

The Omega Chorus has been invited to participate in the Interdenominational Youth Day Program at Bethany Methodist Church in New Orleans. Theta Sigma Chapter is investigating the possibilities of making recordings, featuring the Omega Chorus. We are planning to send a delegate to the 45th Grand Conclave in Cleveland, Ohio. Little Brother Mervin Wallace will also attend the Grand Conclave, participating on the National Talent Hunt Program as the guest soloist, all expenses paid by Omega Psi Phi Fraternity, Inc.

ZETA PHI BETA SORORITY. On Saturday, November 8, 1958, the Zetas entertained the Rust football team from Holly Springs, Mississippi. The reception was held in the Faculty Lounge of Kearny Hall. Games were played and refreshments were served. The reception lasted from 6:30 to 8:30 p.m.

At 8:30 p.m. the Zetas escorted the young men from Rust to the Football Hop, where they remained for the rest of the evening.

The idea of entertaining visiting

Terpsichoreans Plan Spring Dance Concert

The Terpsichoreans, like many organizations on-campus, started the year successfully. Beginning only last year when Jeannette Hodge, who had studied dancing in New York, came to Dillard and offered her services to students interested in the art of dance, the group since then has truly progressed.

Previously the Terpsichoreans had been working hard to develop the techniques of dance, but this year the main objective has been dance composition. The dance troupe is working conscientiously and faithfully each Monday for an hour and a half in hope of presenting a Dance Concert for the Dillard Family in the early spring.

Many new students, selected by means of auditioning, have joined the group this year. The number of members in the class reaches a high of 35. In spite of this large

(Continued on page 7)

football teams was initiated by the members of Alpha Beta Chapter of Zeta Phi Beta Sorority. Certainly this was a fine gesture towards one of our sister colleges of the Methodist Church.

brought great honor both to herself and to her Alma Mater. Writes Mr. Hartman to Miss Wil-

liams: "Please accept our heartiest congratulations on this recognition of your work."

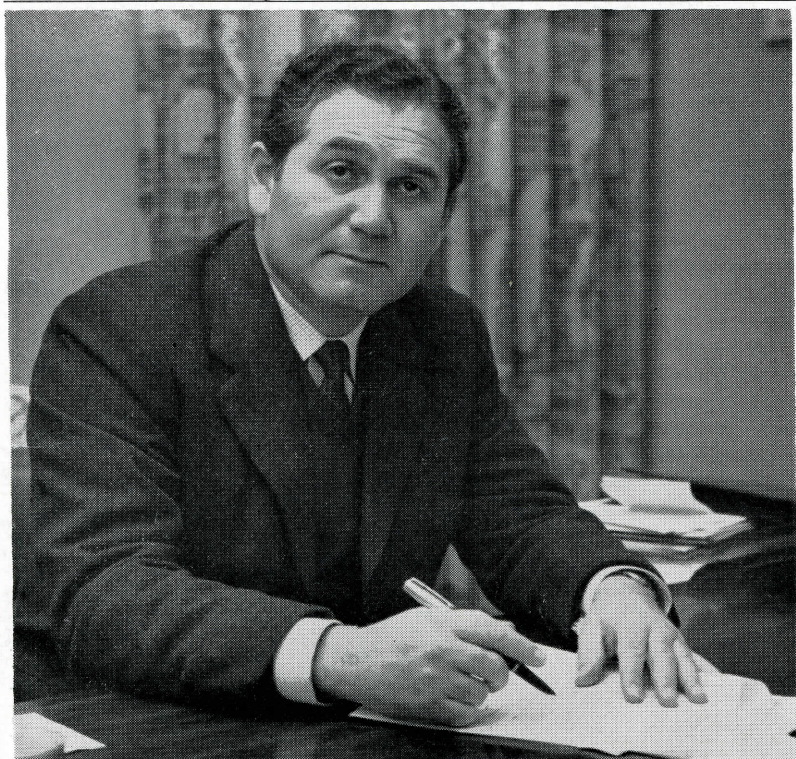
Dedication: TO MY UNKNOWN LOVER LOVE ME

By Lorraine Williams

Not for what with your eyes you behold,
Not for that secret in your heart untold.
Not for what you can gain through me—
But for myself, and only myself, love me.
Not for the goodness in my heart,
That I may to your life impart.
Not for the children that I might bear for thee,
But for myself, and only myself—love me.
This one thing I ask, I ask selfishly,
Love me, love me, and only me.
And for as long as life is mine—
You will always know that I am thine.

June 1958

English Teachers Hear Dillard Professor In Pittsburgh



Dr. Irwin Swerdlow

Dr. Swerdlow Speaks In Chapel On 'Laughter In Literature'

By Catherine Delandro

Dr. Irwin Swerdlow, professor of English and Chairman of the Division of the Humanities of Dillard University, was the speaker in Lawless Memorial Chapel November 16, 1958. Dr. Swerdlow's subject was "Laughter in Literature." "There are a million and one reasons why we laugh," said Dr. Swerdlow; "perhaps the essence of laughter is the tireless enjoyment of life. Laughter is the great redemption of the human soul."

Laughter in literature is generally based upon the vanity of man. Dr. Swerdlow further stated that laughter is criticism. There is also laughter of deterioration and laughter of guilt.

In reference he used passages from the following works: Thornton Wilder's, *The Matchmaker*; Moliere's, *The Miser*; Lord Byron's, *Don Juan*; Moss Hart's and

Ira Gershwin's, *Lady in the Dark*; Edwin Justin Mayer's *The Firebrand*; Shakespeare's, *First Part of King Henry the Fourth*; Dostoyevsky's, *The Idiot*; Henri Bergson's *Laughter*; and Freud's *Wit and the Unconscious*.

Dr. Swerdlow concluded by saying that what is learned with laughter is usually learned well. Laughter is freedom, and freedom is laughter.

The applause after the speech indicated the enjoyment of the unique and pleasant chapel hour.

Professor Johnson Drafts Ten Commandments of Composition

By Catherine Delandro

It was thought, by some of the students in English 301—Advanced Composition, that the **Ten Commandments of Composition** would not only be helpful to them but they could be helpful to some other Dillard students.

The instructor who originated these commandments is Mr. Ralph G. Johnson, faculty advisor of *Courtbouillon*.

Mr. Johnson is of the opinion that 75 per cent of errors in student compositions could be eliminated if each student would master the **three or four types of errors** he makes over and over again.

TEN COMMANDMENTS OF COMPOSITION I WILL ALWAYS OBEY

1. I will always end the 3rd person, singular, present tense of verbs with an **s**. (Ex. He reads well.)
2. I will always end the past tense of regular verbs with a **d** or **ed**. (Ex. 1. I lunched with Tom. 2. He moved quickly. 3. We hoped for the best.)
3. I will always use **'s** for simple possessives. (Ex. the girl's hat is brown. The men's dormitory is beautiful.)
4. I will always write complete sentences, not subordinate clauses or participial phrases for sentences. (Ex. Incorrect: Thinking I would have a good time. Correct: **I thought I would have a good time.** Incorrect: Because I wanted to see him. Correct: **I called him because I wanted to see him.**)
5. I will always look up words the spelling of which I am in doubt. (Incorrect: I **fine** that I cannot **quiet** make up my **mine** along, so I will be **coming** their to see you. Correct: I **find** that I cannot **quite** make up my **mind** alone, so I



Mr. Ralph G. Johnson

will be **coming** there to see you)

6. I will always use capital letters at the beginning of a sentence, for the first word of a line of poetry, and for all proper names. (Ex. 1. This is a beautiful day. 2. To be or not to be, that is the question. 3. Mary left in September from Houston, Texas for Dillard University in New Orleans, Louisiana. The college is located on **Gentilly** Boulevard.)
7. I will always use **small** letters on all other occasions.
8. I will always observe proper

English Club Studies Faulkner; Hears Swerdlow On Vocational Opportunities

By Lorraine Williams

Mrs. Catherine Delandro led a discussion on William Faulkner's *Intruder in the Dust* at the regular meeting of the English Club on Friday, November 21, 1958, at 11 a.m. in Room 107 of Davis Hall.

According to Mrs. Delandro, Faulkner illustrates the South's conscience and the hatred and terror of the Negro that prevail in the South. Although the South would like to keep its status-quo, eventually it must surrender to the inevitable fact that Negroes are human beings who have the right to life, liberty, the pursuit of happiness and all other freedoms that are God-given.

Dr. Irwin Swerdlow spoke to the English Club on Friday, December 5, 1958, at 11 o'clock in Room 107 of Rosenwald Hall on English, its importance, and the various job opportunities that exist in the field. Dr. Swerdlow pointed out that at such colleges as Dartmouth and Harvard, English is very popular. He also stated that this new generation of English majors represents a change in the attitude of students toward English here at Dillard.

English is the language of the nation and it determines just how successful one will be in any chosen vocation. English, in the final analysis, is a battle with the old problem of illiteracy. An English major can fill just about any position in life, for he will have the ability to organize as well as express himself well. English, though it is our language, is an alien one and it takes a great deal of imagination to use it.

One problem which faces the English instructor, he said, was the problem of adjusting texts to the student and his imagination. Another problem is just how the teacher should approach the subject and how deeply he should delve into it.

As a result of the increase in English majors this year, many courses have been revived, and it is Dr. Swerdlow's hope that there will be some courses offered in the short story and in 19th century prose at Dillard in the near future. He also illustrated some courses that would be good minors for English majors, as Speech and Languages.

In conclusion, Dr. Swerdlow stated that the foundation for any vocation is "training." Dr. Swerdlow's speech was inspirational and informational. It was enjoyed by all members present.

The English Club meets on the first and third Fridays at eleven.

agreement between a subject and its verb, and between an antecedent noun and its relative pronoun and verb. (Ex. **The women are in the lounge which is located in Kearny Hall.**)

9. I will always organize my composition so that it will have a logical **Introduction**, a **Body** of well developed Main Points, and a **Conclusion** that is definite and harmonizes with the Introduction and the Body.
10. I will always check my **Handbook** for the rules of punctuation, especially the use of the comma (,), the semicolon (;), and the period (.). Every time I use them I will have a good reason for so doing.

A M E N !

Dr. LaBrant Addresses National Council Of Teachers Of English

Dr. Lou LaBrant, visiting professor of English, delivered one of several keynote addresses at the annual meeting of the National Council of Teachers of English, of which body she is a former president. The meeting was held Friday, November 28 in Pittsburgh, Pa.

The title of Dr. LaBrant's address was: "Communication between the Gifted and Those Otherwise Gifted," the complete text of which follows herewith:

LOU LaBRANT
Dillard University

Communication between the gifted and the less able is often considered merely a question of how to deal conveniently with variety within a single classroom. It is, however, a much more fundamental problem than that: a critical problem not only in a democratic country such as ours, but in the world at large.

Let me pause long enough to say that introduction of "democratic" does not mean I am about to discuss the rights or convenience to students or adjustment or equality. Those may be factors in classroom arrangements, and have their many aspects. What I am about to discuss is one of the aims of a language program which gives recognition to the kinds of needs students may anticipate, just as they may anticipate the necessity for being able to read, or to write letters, or to speak so they can be generally understood.

One has only to consider our large national issues and our international crises, on all of which people informed and uninformed exert pressure and help determine action, to know that skill in communicating and in reacting to special knowledge is a major demand in our world. Briefly, we might examine reasons why the issue is especially critical today.

Knowledge has expanded so rapidly in the past half century that specialization has been multiplied. This is true not only in science, but in world politics where knowing the details of government in a small state of the Far East may be essential to world peace. The distance between the generally well educated man's information and the knowledge essential to progress in any one field has increased and is increasing. We are therefore in the position of being faced constantly with the disposal of materials and processes whose origin we do not understand, and whose potentials are equally vague to us. An illustration in point is the question of fall-out from atomic explosions. Understanding the arguments concerning danger demands considerable acquaintance with genetics, not to mention some understanding of upper air currents, contamination of vegetation, and transfer of radio activity through the chain of vegetable, animal, and human life. And yet the uninformed must and do influence national action concerning continued tests, and international agreements dealing with them. Similarly, our national problems of finance, of flood control, of power production, or education demand either good information or acceptance of expert opinion for sound solution. We teachers are frequently disturbed by the inexpert advice of groups who determine our school equipment, content, and method; and surely we should recognize the problem. (I recently read an article, based on what seems to me most inexpert information, concerning what should be taught in the elementary school to produce better writers. The article was on the front page of *The Wall Street Journal*.)

The foregoing is sufficient, I believe, to explain my thesis that communication between the intellectual leader and the less capable



Dr. Lou LaBrant

is today a major demand; and that there is the added problem of communication between the intellectual leader in a given field and the man who may be equally intelligent but a specialist in a different field. How does this affect the teaching of our language—English?

First, I believe, we must keep remembering the trite but important statement that communication is a two-way process; it concerns both speaker and listener.

For the gifted, the foregoing means that he must learn how to make his point, his information, or his understanding, as clear as possible to the less informed—a less informed who in many cases is also the less able. He must learn how to choose effective illustrations, to utilize the information already common to all, to provide essential basic facts, and to care about the results of his paper or his talk. All too frequently we have been satisfied if this more capable student has communicated to us, the teachers. I believe he must undertake the more difficult problem of communicating to his classmates. Moreover, we have sometimes been more concerned by the form—verb agreement, punctuation, paragraphing—than by the actual ability to communicate. These forms he must master, of course, but they are not enough. I have, however, known many classes in which students were urged to write papers, read only by teachers, on topics which the teacher already knew thoroughly. Such writing may serve as a test, to determine the student's knowledge of facts; it is not, however, a test of true ability to explain.

But if communication is to be a two-way matter, the less gifted must learn also to listen, to inquire, and to contribute. Listening is more than passive quiet while someone else recites. I am convinced that we have not as yet established a sense that education includes, at whatever level, responsibility for knowing. Discussion of a paper, whether a small incident is reported, or there is presentation of laboratory findings, ideas derived from reading, or a statement of opinion—discussion, let me repeat, should consider what is said. It is not sufficient to classify the paper or talk as "interesting" or "uninteresting"; as full of error, or "correct".

Nor is it sufficient that the less informed or the otherwise gifted listen and learn. They have ques-

(Continued on page 7)

Prof. Henry Thomas Reviews Drama Guild's Production

'GIANT STEP' SENSITIVELY DEDICATED
College Drama Reflects Talent, Understanding

By Henry Thomas

What are the exact dimensions of a giant step—its length and its potential height? A thoroughly entertaining and satisfying answer is given to this question in the current production of Louis Peterson's drama, **Take a Giant Step**. The play states with excessive and sometimes redundant emphasis that this stride is the precise distance which separates naivete from sophistication, immaturity from maturity, confusion from clarity, and preoccupation with self from identification, through sympathy, with the lives of others.

This is the story of every adolescent who rebels against the protection and the shelter of dreams, parents, and childhood and who, without helpful parental or adult guidance, stumbles and fumbles his way through to the threshold of knowledge and understanding.

One feels almost impelled to state that it is irrelevant that the author is a Negro and that Spencer Scott, the adolescent, is a Negro. But such a statement is not wholly true. The specifics of this play are rooted in the context of the Negro home and the environment which necessarily contain special difficulties because of race and the customs and conventions of society. Happily, though, this play does not bog down in the mud of racial prejudice or of denunciation or of pious sermonizing. Rather, it is an inspired delineation, filled with verve and humor and honesty, of adolescence emerging into maturity. Such an experience must happen to every boy who succeeds in becoming a man.

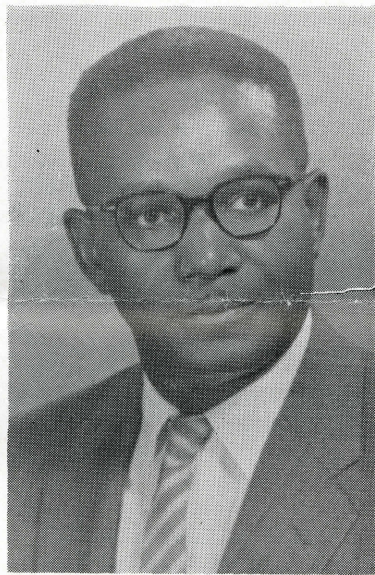
There is, of course, much in this play with which one might quarrel. Perhaps the principal fault is the shocking excess of incidents, many of which are poorly assimilated and are inadequately developed, thus creating the impression of a crowded canvas, hurriedly sketched. Mr. Peterson obviously wants to make his point by means of overstatement, repetition and excess. One feels that the chief inadequacy is the absence of restraint and of sufficient artistic control.

These faults, though, are not

the important point to make about this play. Much more significant is the fact that this drama possesses warmth, humor, honesty, universality, and an affirmative attitude toward life.

Director Speck and the Players' Guild have recreated this delicately sensitive drama of adolescence with understanding and skill all too rarely encountered in collegiate productions. Against a background of simple yet fluid and satisfying sets, the six scenes of this play receive an interpretation which is consistently adequate and which is, in two instances, outstanding: the performances of Raymond Boseman as Spencer Scott and Miss Jeannette Hodge as Grandma. These young actors imaginatively project themselves into the characters they portray with a seeming ease which reflects both talent and understanding.

Take a Giant Step is an important event in the theatre of New Orleans.



Mr. Henry Thomas

Dr. LaBrant . . .

(Continued from page 6)

tions to ask, further information to require, applications to criticize. It must be remembered that, gifted or not gifted, students have all had experience with living, with social and economic situations, with specific areas of our culture. All too frequently we seem to imply that the less gifted have had blanks instead of complete lives; or that the uninformed have behaved adequately when they have admired and accepted the performance of the specialist.

These considerations mean that writing and speaking should be in terms of an audience, and should be about something worth telling and asking about. If we say that this is a difficult requirement, it may be noted that teaching modern mathematics, science, or sociology is also difficult—more difficult than they were forty years ago. We live in a fascinating but difficult world.

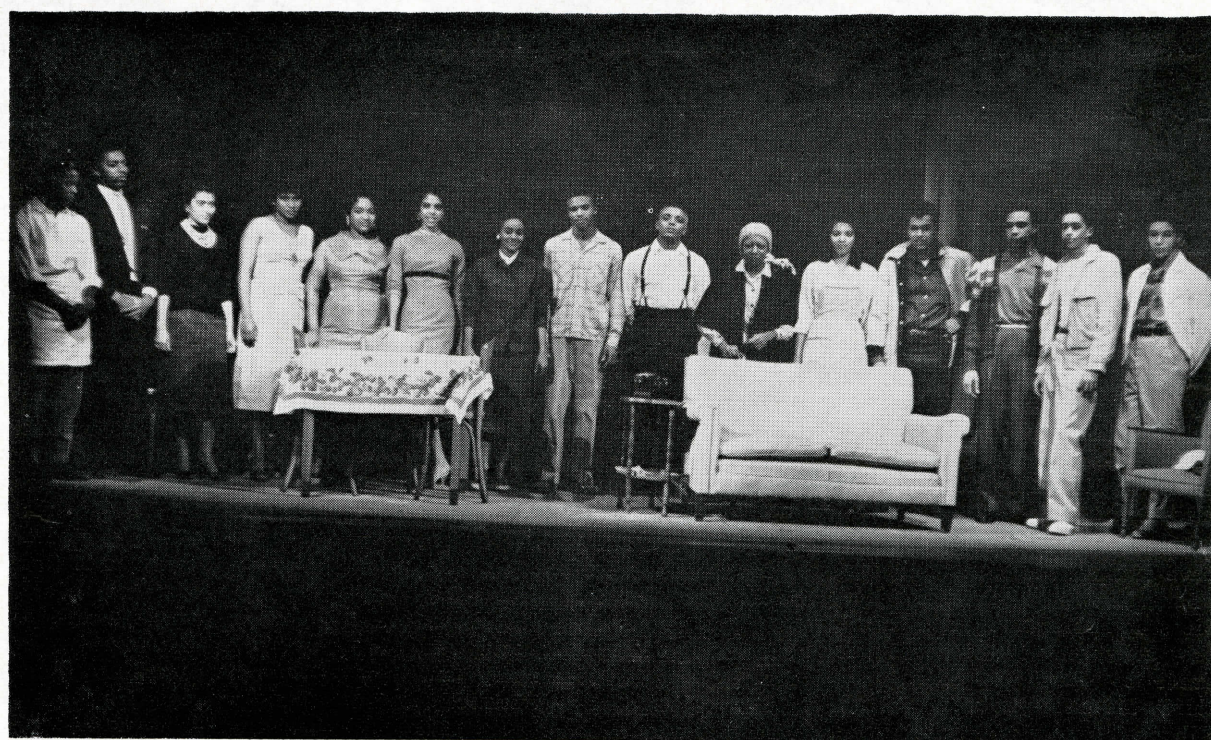
Reading likewise requires consideration by the superior reader and the otherwise equipped. It is essential that the youngster who reads only the simple digest understand the limitations of what he reads. Somehow we have come to treat reading as a strictly private matter, or as a discipline which is an end in itself. Often, of course, it does become a private affair; but it is also a means toward the establishment of com-

mon, public standards. We cannot let our people be divided into two distinct groups—those who read and those who sit and watch, or who read carelessly and irresponsibly. The same basic problem often appears in simple literature and in great classics. Examined in the light of experience, these problems may become the focus for class discussion. It would be odd if the life experience of the less gifted failed to add understanding of their peers to—let us say—Dickens.

At this point I am sure many are saying: Yes, but while this is good theory it is impossible in practice. I think not.

First, let me suggest that there may be many circumstances under which ability grouping can be used: for the group studying a difficult piece of literature; the students working on some abstract grammatical analysis; for those learning how to perfect the so-called research paper. There is no reason why a gifted group and an otherwise equipped group may not be scheduled for the same hour, and regrouped periodically for common consideration of reading and presentation of papers. I have seen this done successfully.

In most classes—probably in all—there is a considerable range of ability even when we apply the magic word "homogeneous." We manage easily with limited ranges; the problem appears when the range runs to extreme. Let us



Complete cast of "Take A Giant Step" in curtain call.

Terpsichoreans . . .

(Continued from page 5)

number, male students are few.

The purposes of this group are to develop techniques and movements of the body for dance, to encourage a keener appreciation of the art of the dance and to provide a dance group for students interested in contemporary dance.

Awards will be presented this year to members for: perfect attendance, performance in class, and for faithfulness, loyalty and a willingness to work. This stimulus has greatly encouraged the new members.

Newly-elected officers for the year are: Jeannette Hodge, president; Althea McRoyal, vice president; Iris Dunson, treasurer; Jackie Byrd, secretary; and Charles Witchett, parliamentarian. Miss Mary L. Huey, assistant professor of Physical Education, is advisor to the organization.

note some approaches.

First, gifted or handicapped or otherwise gifted or what you will, the student able to attend the high school class should be taught that writing and speaking are (a) about something, (b) are based on the speaker's or writer's convictions or personal imaginations, and (c) are addressed to some particular audience and not to the world at large or no one at all. Each youngster must learn that he has to think about his hearer or reader, and explain or state in terms of that particular audience. Let me illustrate.

Recently a student wanted to write a paper about certain phases of Russian government. He, himself, had done considerable study; he was familiar with the stream of Russian history. As his initial step in writing he had to decide what he could do to make his material comprehensible to his classmates. He decided to list a number of major events in Russian history, to present them chronologically, and to relate each to some well-known world or American event. These events he traced in his introductory sections; but in addition he listed them on the board. He was thus able to discuss material which would otherwise have been merely confusing to his audience.

Another student, writing about sailing, prefaced his story by explaining a few nautical terms, and the importance of the actions they represented.

Note the results of such work: first, more careful presentation; second, more sympathetic listening; third, actual dissemination of information. We might note that these represent three important steps which might improve our national conduct. We need careful presentation of facts and resultant issues; more thoughtful listening or reading; and we certainly need the resultant information. You might recall, in contrast, that it

Prof. Reynolds Begins French At Philips Elementary School

By Jacqueline Winfield

November 13 marked the beginning of French classes at Philips Elementary School. The classes will be held under the direction of Mr. George A. Reynolds, assistant professor of French at Dillard University.

Assisting Mr. Reynolds will be Mrs. Catherine Delandro, a junior majoring in Foreign Language and English and Bessie Barnes, also a junior, majoring in French and English.

The supervisors plan to use the direct method. The classes consist of approximately 30 selected pupils beginning from the 4th grade. The selection was made by Mrs. Waters, principal of Philips.

Classes are held twice a week for 3 to 4 p.m.

was months after we had developed emotional attitudes before any considerable effort was made by authorities or press or television to inform the public about life on Matsu and Quemoy; and that a Gallup poll disclosed that the majority with definite opinion did not even know the distance of these islands from either the mainland or Formosa. Our people were not well enough skilled in communication, whether oral or written, to demand basic information.

Let us return to class work. Many problems of literature are common to simple and difficult books or other pieces. This is probably less true of poetry, but is fairly obvious with drama and the novel. For the junior high school student there is the question of how the writer establishes time and place; of the customs and beliefs of the people in the book; of the ideas characters hold of right and wrong; of appropriate and inappropriate behavior. Presented, as these may be, through a wide range of books, certain understanding necessary to interpreting any novel may be developed. Or again, reading may be centered around a common problem: relation of children to adults; loyalties to friends and to principles; response to duty. Even simple stories deal with these problems; even the less gifted or the otherwise gifted struggle with them personally. Materials may range from the obviously stated problems in **My Name Is Aram** to those in **Lord Jim**. There may be individuals or groups studying each. There should also be time for general comparisons.

I have one final comment to make about values. In addition to increasing skills—and I mean skills—in communication *per se*, to developing the desire to explain, and the desire to know and to question, there are two other fine human abilities which should be fostered through the process of discussion: the ability to explain without condescension; and the ability to inquire without embarrassment. These are not mean virtues; they might even be qualities which as a nation we might find important.

Social News

By Jacqueline Winfield

The highlights of the social world of the campus was the annual Thanksgiving Classic which was held this year at Xavier University Stadium on November 27, 1958.

The presentation of "Miss Turkey Day" from the two Universities was made at half time. Annette Lee, who represents the University as "Miss Dillard," reigned also as "Miss Turkey Day" along with the other members of her Homecoming Court.

Annette wore a green suit, brown hat, gloves and bag. Her attendants, who wore a variety of styles and colored suits, were Marie Hawthorne, Margie Jones, Charline Lawrence and Charline Washington.

Each "Miss Turkey Day" sat on the opponent's side, but at half-time each walked across the field, exchanged greetings with the other, and sat on the side with her home team.

Entertainment for the halftime activities was furnished by the Joseph S. Clark Senior High School and the Xavier University marching bands. They amused the spectators with gay and colorful formations accompanied by inspiring music.

The Thanksgiving Party was held later in the evening in the Henson Hall Gym. The attire was dressy dresses for the women and suits for the men. Music was furnished by the Houston Band.

The Baptist Student Union on December 5, presented a movie-talent show in Coss Hall and is planning a Christmas Party for December 22.

During the Thanksgiving holidays the Dillard football team was entertained by the Zeta Phi Beta Sorority at a social in the Faculty Lounge.

MERRY CHRISTMAS AND SEE YOU IN THE NEXT ISSUE.

AND ON EARTH, PEACE
AND GOODWILL
TO MEN

Critical Thinking And Individuality Stressed In November Chapel Talks

By Catherine Delandro and Elaine Boliver

The messages that were brought to Lawless Memorial Chapel during November stressed critical thinking and individuality.

Dr. Thomas S. Thomas, associate secretary of the Board of Education of the Methodist Church, Nashville, Tennessee, brought the message on November 19. His subject was, "What Can One Man Do?" Although man seems to be swamped in a crowd, he can always maintain his integrity by cutting his way through with critical thinking, and by having enough courage to give expressions to his ideas, observed Dr. Thomas.

Dr. Thomas said that our minds have been trained to think in terms of numbers and bigness, but great ideas do not come from a crowd; they originate with one man who dares to have the courage to think. He cited the works of Dr. Albert Schweitzer, illustrating a man who knows what he wants to do. Dr. Thomas said that God gave man unique abilities that only he himself can explain. Man should preserve the integrity of his own mind and his creative individuality.

The guest minister on November 16 was the Rev. R. Hamilton Jeter, pastor of the Berean Presbyterian Church, New Orleans. Rev. Jeter expounded on, "To These You Must Add." He referred to the given scripture of II Chronicles 22:1-16. "To be satisfied with oneself in a lowly condition is only a dilemma of the mind," remarked Rev. Jeter. As God commanded the building of a house unto his name and to this commandment was added faith and labor, so shall it be today. Add continuously to that which is given you by God, but by no means abuse its existence and meaning.

On the program sponsored by Theta Sigma Chapter of Omega Psi Phi Fraternity, Inc., The Rev. Milton Upton, minister of Beecher Memorial Congregational Church, New Orleans, spoke on "Moral and Spiritual Values: America's Greatest Need." Rev. Upton stated that man is created in the image and likeness of God—his moral and spiritual image. He is endowed with power which makes him above other creatures of the earth. America is founded on moral and spiritual principles which are exemplified in the Declaration of Independence. Dr. Upton concluded by saying that America needs to have a new renaissance. It seems better to conquer inner space, spiritual living, rather than outer space, such as a trip to the moon. The change must come from within. In order to build a better world, we must build for moral and spiritual values.

On November 10, Mr. P. D. East, editor of the *Petal Paper*, Petal, Mississippi, was the Chapel speaker. In parables, Mr. East gave illustrations of the extreme conformist, "Standardbrand" and

the extreme individualist, "Offbrand." Mr. East said that of these two Mississippians, "Standardbrand" had no desire to be different; he lived a life of complete conformity. Just the opposite, "Offbrand" was critical of everything, even to religious faiths. Concluding, Mr. East said conformity begets conformity and disformity begets revolution. "But whatever you are, be sure that you are you." A person who is honest with himself is admirable.

On November 9, Dr. Charles W. Hanice, dean of the Chapel, Northwestern University, spoke on the subject "Professional Success and Personal Failure." Dean Hanice referred to a few background scriptures, one of which was "What profiteth a man to gain the world and lose his own soul?" This quotation was followed by a lecture to anyone, professional or non-professional. "To achieve many feats in the world," remarked Dean Hanice, "does not give one satisfaction of mind... You must first find truth within yourself before searching for it in the world." The Letter to the Romans, Chapter 12, best satisfies the theme of his sermon.

Dr. Robert F. Harrington, minister of Mt. Zion Methodist Church, New Orleans, brought the message on November 5. He chose for his subject, "Fainting in the Mind," which was taken from the writings of St. Paul in his letter to the Hebrews. The reference scripture was Hebrews 12:1-3. After stating that Paul knew the physical man, Dr. Harrington enumerated the three levels of the mind. The first level is sensory as hunger or cold; the second level is thoughts above the sensory; and the third level is Paul's level, the spiritual level. Religion gives foundation to life and for life.

On October 29, Dr. John Sylvester Smith, dean of instruction at Dillard University was the Chapel speaker. His subject was "Recipe for Religion." Dr. Smith gave the following basic ingredients for a religious life:

1. The doing of justice
2. Showing mercy
3. Walking humbly with God

The doing of justice is very difficult. It is impossible to be com-

pletely just said Dr. Smith; but that which we have done is the best we could have done under the circumstances. Those who are like God show mercy because mercy is a characteristic of God himself. People who walk with God exemplify the essence of humility. To know God is, indeed, to become humble.

On October 27, the Community Affairs Committee of the Student Christian Association sponsored the chapel program. Their main purpose is to acquaint the students with life and problems of the community at large.

Mr. J. Harvey Kerns, executive director of the Urban League of Greater New Orleans was the speaker. Mr. Kerns stated that current economic and social problems have effects upon everyone of us. He cited some of the achievements of the NAACP and the Urban League in the betterment of life for Negroes. He also pointed up the fact that delinquency is a definite breakdown to Negroes. Mr. Kerns said it is the responsibility of students to ascertain facts concerning problems in the community.

He advised students not to be satisfied with any discriminatory actions that are imposed upon them by businesses that they patronize. He further urged students to develop a pioneering attitude and to use their knowledge for better community living.

On November 3, the Dillard Chapter of the NAACP sponsored a panel discussion, which was designated to answer questions in connection with or concerning the NAACP.

The panelists were: Dr. Leonard L. Burns and Mr. Raymond Floyd, executive board members of the NAACP; Mr. Llewelyn Soniat, chairman of the NAACP Membership Committee; Dr. John B. Furey, associate professor of Political Science, Dillard University, and faculty advisor to the Dillard NAACP Chapter; and Dr. George G. Iggers, associate professor of History of Dillard University.

The great problem of the NAACP is to find in us thinking in terms of first class citizenship. Another problem is apathy on the part of Negroes.

In answer to the question whether the construction of Southern University Extension School would stop Negro students from entering Louisiana State University, New Orleans, the answer was No. The Southern Extension School that is to be constructed in New Orleans to ease the pressure of LSUNO will not stop those students from entering who seek better education.

Mr. George Johnson, chairman of the Membership Committee of the Dillard Chapter, posed a vital question to the students, "Does first class citizenship worth a dollar to you?"

Holiday Schedule

Begins after students' last class Tuesday, Dec. 23. Classes resume Monday, Jan. 5, 1959.

Cinemascope Screen Bought

Dillard has recently purchased a new cinemascope screen and projector with cinemascope lens.

This is the second apparatus and equipment of this type in the city being used in educational institutions. Tulane University has the other.

President Dent Names Dr. Thompson As Danforth Liaison Officer At DU

The Danforth Foundation, an educational foundation located in St. Louis, Missouri, invites applications for the eighth class (1959) of Danforth Graduate Fellows from college senior men and recent graduates who are preparing themselves for a career of college teaching, and are planning to enter graduate school in September, 1959, for their first year of graduate study. The Foundation welcomes applicants from the areas of Natural and Biological Sciences, Social Sciences, Humanities and all fields of specialization to be found in the undergraduate college.

President Albert W. Dent has named Dr. Daniel C. Thompson as the Liaison Officer to nominate to the Danforth Foundation two or not to exceed three candidates for these 1959 fellowships. These appointments are fundamentally "a relationship of encouragement" throughout the years of graduate study, carrying a promise of financial aid within prescribed conditions as there may be need. The maximum annual grant for single Fellows is \$1400 plus tuition and fees charged to all graduate students; for married Fellows, \$1900 plus tuition and fees charged to all graduate students with an additional stipend of \$350 for each child. **Students with or without financial need are invited to apply.** A Danforth Fellow is allowed to carry other scholarship appointments, such as Rhodes, Fulbright, Woodrow Wilson, Marshall, etc., concurrently with his Danforth

Fellowship, and applicants for these appointments are cordially invited to apply at the same time for a Danforth Fellowship. If a man received the Danforth Appointment, together with a Rhodes Scholarship, Fulbright Scholarship, or Woodrow Wilson Fellowship, he becomes a Danforth Fellow without stipend, until these other relationships are completed.

All Danforth Fellows will participate in the annual Danforth Foundation Conference on Teaching, to be held at Camp Miniwanka in Michigan next September, 1959.

The qualifications of the candidates as listed in the announcement from the Foundation are: men of outstanding academic ability, personality congenial to the classroom, and integrity and character, including serious inquiry within the Christian tradition.

All applications, including the recommendations, must be completed by January 31, 1959. Any student wishing further information should get in touch with our Liaison Officer.

Campus Humor

By Gwendolyn W. Woodson

Jack: "That's a strange looking dog you have. What kind is he?"

Will: "He's a genuine police dog."

Jack: "He doesn't look like one to me."

Will: "Of course not. He's in the secret service."

Annie: "Alvin, you have your shoes on the wrong feet."

Alvin: "But they're the only feet I have."

MISS SCIENCE MAJOR

I'm in love with brainy Tess,
I'm her ardent suitor;
But she won't tell me "yes"
Until I ask her electric computer.

"Did you say the man was shot in the woods, Doctor?"

"No, I said he was shot in the lumbar region."

Traveler: "Hey, I don't see any street lamps. You told me this town was lighted by electricity."

Native: "It is—whenever we have a thunderstorm."

Science Professor: "One jet engine can generate enough heat to warm 1,400 houses."

Freshman: "But how can the 1,400 houses keep up with the jet?"

Same Professor: "What is carbon?"

Same Freshman: "A storage for street cars."

Women's Cookbook Edited On Campus

Mrs. Giles Hubert, president of the Dillard Women's Club, announced the publication of the Dillard Women's **Cookbook** in November. The book contains 170 recipes contributed by the members of the staff, faculty, and friends of the University. One student, Miss Phyllis Champion, submitted a recipe.

Of the nine sections in the book, four are outstanding: "Recipes from Around the World," "Recipes by Famous Friends," "Louisiana Yams," and "Creole Recipes." These special sections represent the exotic, distinctive, familiar, and Gallic taste of our contributors headed by Mrs. Franklin D. Roosevelt, Marian Anderson, Phillipa Schyler, and Miss Fannie Williams.

In addition, the book contains household hints, diet lists, suggested menus, tidbits for snacks, caloric content (for those of us who live too well!), and a recipe for a happy life. All this and happiness too are available to you for Christmas presents.

The **Cookbook** will be on sale in the College Book Store, and one day before the holidays a representative of the club will sell the books in the Student Union. If you miss her, see Mrs. John A. Cooper, wife of the Business Manager, in Cottage No. 1 on campus. The book sells for \$2.25.

Merry Christmas and *bon appétit!*

At Christmas Time

By Lorraine Williams

During this, the Christmas season, we, the *Courtbouillon* staff, hope that the entire faculty and student body will have a most enjoyable holiday. It is hoped also that at this time we will remember the true significance of Christmas and act accordingly.

Christmas, of all the other holidays, is the only one which represents the birth of our Lord and Savior, Jesus. And so, as we prepare to share this time with our families and close friends, it is hoped that we will let love come into our hearts for all men. For in so doing, we will be giving unselfishly of ourselves to others.

Courtbouillon wishes you the merriest of Christmases and the happiest of New Years.



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